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Secretary of State / Secrétariat d'État

PROGRAM EVALUATION
ÉVALUATION des PROGRAMMES

Canada

KATIMAVIK

Plan For Evaluation

KATIMAVIK

1980-57

	Information current as of:
I	Component Profile . . . . October 30, 1980
II	Evaluation Assessment . . October 30, 1980
III	Terms of Reference. . . . October 30, 1980

Program Representative: Ron Gould Telephone: 994-2869
Evaluation Analyst: Peter M. Wiebe Telephone: 994-1222
BIN Number:

FY 1980-81:

Total of SoS contributions:
- for this program component (budget) . est. $12,000,000 = 0.6%
- for all program components (budget) . . $1,957,588,000 = 100.0%

Program Evaluation Directorate
Evaluation, Audit and Planning
Coordination Branch
Secretary of State
October 30, 1980

I COMPONENT PROFILE

Program Component:	KATIMAVIK	Project #:	1980-57
Program Representative:	Ron Gould	Telephone:	994-2869
Evaluation Analyst:	Peter M. Wiebe	Telephone:	994-1222
		BIN Number:	

1.1 Description of program component:

Katimavik is a national volunteer service and development program for Canadian youth, 17 to 21 years of age. It is operated by a not-for-profit corporation, OPCAN, and annually enables about 1100 youth to live and work together in three different regions of Canada. Over the nine months of activity, they further their personal development and their knowledge of the country while in service of their fellow Canadians. The immediate service is provided, locally to small Canadian communities with 10,000 residents or less, through environmental work projects and through time-in-aid for community voluntary associations.

1.2 Target population:

The program has two target populations. The first target is all non-institutionalized Canadian youth, 17 to 21 years of age, whether in school, at work or unemployed at the time of application. This segment of the Canadian population, according to census figures, is about 2.6 million. The corollary target population, which also benefits directly from the program, is all Canadian communities with 10,000 residents or less.

1.3 Target activity:

The target activity is the program known as Katimavik operated by OPCAN.

FYs 1980-81 and 1981-82 (for Year IV):

Total budget of target activity		$12.1M	= 100.0%
Total of SoS contributions for Katimavik. .	(80-81)	$7.7M	
	(81-82)	$4.4M	
		$12.1M	= 100.0%

N.B. Although the Cabinet Decision was for $13.3M, the Contribution Agreement, signed later, budgetted for $12.1M only.

1.4 Cabinet/Treasury Board authorities and rationale for program component:

The program originated under Cabinet Document 573-76CD on January 7, 1977 under the name, "Operation Canada". The Record of Decision, 573-76RD(C), launched the program for one year.

Most recently, on May 22, 1980, the Cabinet (under 346-80RD(C)) gave approval for Katimavik to continue to August 31, 1981; transfered it to the Department of the Secretary of State along with funding of $13.3 million; and made a request for an evaluation between June 1980 and September 1981. Shortly thereafter, the contribution agreement between the Secretary of State and OPCAN was signed, on June 20, 1980, giving OPCAN a (reduced) budget for Year IV of $12.1 million.

No explicit program rationale was directly available in any of these original documents. In the original memorandum to Cabinet on "Operation Canada", under section 1 "The Problem", several points are expressed regarding the genesis of the program concept. The response to the question, why Katimavik, is mostly a description of either what works or what hasn't worked in youth programs, and a description of what is happening with youth today. The program simply assumes that nation building, Canadian identity, alternate youth education, youth adjustment to career, and citizenry education and involvement are all badly in need of assistance. "Operation Canada is a response designed to meet the expectations of Canadian contemporary society." The argument includes a test of public acceptance of the program proposition. No convincing argument in favour of this program alternative is given.

1.5 Explicit objectives:

1.5.1 Objective: Citizenship Program: (Blue Book)

To promote and assist the development of effective Canadian citizenship, and to coordinate the formulation and development of national strategies and policies affecting citizenship.

1.5.2 Sub-objectives: Citizenship Program: (Blue Book)

To encourage an appreciation of the people, regions, cultures, official languages, and institutions of Canada, to promote greater understanding among groups and individuals, and to combat prejudice and discrimination.

To encourage and promote cultural diversity within a bilingual framework.

1.5.3 Objectives and Sub-objectives of program component:

The objectives of Katimavik as taken from the Agreement between Her Majesty the Queen and OPCAN dated June 20, 1980 are quoted below.

1.5.3.1 Service to Society: to make a lasting and relevant contribution to the host community, and more broadly to society at large, by:

3.1.1 the implementation of projects of benefit and interest to the host community and to the region;
3.1.2 participation in community association and volunteer community activities at the request of these associations;
3.1.3 the commitment to a sustained and demanding physical and intellectual effort;
3.1.4 optional participation with the Canadian Armed Forces; and
3.1.5 the general contribution to society of young adults who have gained an increased awareness of the problems of society, contributed to the solution of these problems and developed a sense of continuing commitment to working for the benefit of others.

1.5.3.2 Personal Development: to develop as fully as possible the potential in each participant in order to enhance his own well-being and to contribute most usefully to the well-being of others by:

3.2.1 testing and developing attributes of physical fitness, self-awareness and self-sufficiency;
3.2.2 developing skills;
3.2.3 expanding knowledge of topical issues; and
3.2.4 living and working as a team and developing:
4.1 a sense of solidarity and team spirit,
4.2 a capacity for greater autonomy within a group as well as a sense of personal and collective discipline, and
4.3 a capacity of self-management.

1.5.3.3 (To) prepare (for) and contribute to conservation and harmonious development in a society of scarce resources by:

3.3.1 achieving the greatest possible degree of autonomy and self-sufficiency in the basic functions of lodging, food and energy through the utilization of available local resources;
3.3.2 the actual and useful application of technology, the harmonious utilization of available resources; and
3.3.3 sensitization to the world-wide problems of resource scarcity, environment protection and harmonious development.

1.5.3.4 (To increase) knowledge and understanding of the country and of its diversity by:

3.4.1 living and participating in teams composed of participants from all regions and all walks of life;
3.4.2 developing an awareness and understanding of the communities in which they will be living;
3.4.3 living in three different regions of the country;
3.4.4 acquiring a working knowledge of the other official language; and
3.4.5 experience with the Armed Forces (for a restricted number of participants).

1.6 Implicit Objectives:

Based on a reading of official documentation and on many extended discussions with Board Members and permanent staff, it is reasonably clear that the OPCAN objectives for Katimavik are the same as those described above in 1.5.3. For OPCAN there are no implicit objectives.

For its part however, the federal government may have another objective, namely, that of the reduction of unemployment among Canadian youth.

1.7 History:

		Budget: (millions)	SoS P/Ms
Program Cycle I:	April 1977 - Sept. 1978	$10.0	NA
Program Cycle II:	April 1978 - Sept. 1979	$10.5	NA
Program Cycle III:	June 1979 - Sept. 1980	$10.7	NA
Program Cycle IV:	June 1980 - Sept. 1981	$12.1	ca. 1
Program Cycle V:	April 1981 - Sept. 1982	(approval in principle only)	

Prior to the Cabinet Decision, 346-80RD(C) of May 22, 1980, the Committee of Deputy Ministers noted, among other things, that the ". . . government had approved in November 1978 the continuation of the Katimavik programme until September 1980 and, in principle, until September 1982".

1.8 Contributions data and participant selection:

Once per program cycle, which can extend to 18 months and overlaps with preceding and following cycles, the federal government signs a contribution agreement with OPCAN. Payments are made quarterly against submissions of statements of actual expenditure. Annual expenditures have been somewhat lower than budgetted allotments. Under the agreement, OPCAN hires permanent national and regional staff (circa 55) who manage the program entirely.

For each cycle, Katimavik selects about 1100-1200 participants (33 per project site) from a bank of applicants and employs about 120 field staff (four per project site). Participants are selected for and assigned to projects on a quota system which incorporates predetermined proportions for gender, official language, province of residence, home community size, and family income. The proportions mirror census distributions in an attempt to make each project site a microcosm of Canadian society. The field units of four, interviewed and hired by the regional offices, supervise the work and life of the participants and provide total on-site management of the necessities of life: accommodation, food, transportation, etc. The field staff are salaried for a period of 12 months. The participants are paid $1.00 per day and are granted an honorarium of $1000 at cycle's end.

1.9 Administration of program component: X decentralized

Katimavik is managed and controlled independently of the federal government requiring little direct input or civil service time. The Director General, Citizens' Participation, has the responsibility to oversee the contribution agreement. The corporation, OPCAN, is decentralized and multi-tiered. The Board of Directors, a volunteer body, sets general direction and policy. The national staff set specific policies and guidelines, receive participant applications and regionally-approved project proposals, coordinate overall planning of rotations and travel, control budgets, and select participants. The regional staff of OPCAN plan and submit project proposals and set initial project budgets. They oversee the field operations, solve the many problems, monitor progress, and hire and train the field staff in the regions and at the national training sessions. The field staff guide and manage the projects and participants on site.

1.10 Program process:

Through an elaborate system of operational elements, Katimavik builds towards the achievement of objectives. The program is always built up around a manual work project in a small Canadian community. The project, usually ecologically-oriented, is devised by local community leaders and a sponsoring organization(s), and is refined with the assistance of OPCAN's regional staff. Once a project is accepted and fitted into a national rotation scheme, the field staff are hired. These salaried project managers plan the numerous details with the assistance of regional and national OPCAN officers. They must plan their lodging and transportation in every detail, as well as the growth/purchase , preparation, and consumption of food on a very limited budget. At the regional and national training sessions, in advance of participant arrival, the field staff are briefed and trained on the many facets of the program. The participants are selected for and assigned to projects in groups of 33. They live together on site in the community - or if necessary in three neighboring communities. The participants undertake the work, supervised by local community representatives, and build up a completely self-contained "family unit". Where the work requires a specialist, the local sponsoring committee is responsible to find and hire such a specialist at their cost. As a matter of course, the participants provide voluntary aid to local voluntary associations, take part in socio-cultural activities, billet for about 10 days with a local family, and undertake some additional environmental activities using appropriate technologies.

1.11 Previous evaluations:

The following documents are available from the Program Evaluation Directorate of the Department of the Secretary of State.

Fall, 1977,1978 - OPCAN-produced "Status Reports" containing some administration data that are useful for evaluation.

Fall, 1978 - Evaluation of Katimavik by the Treasury Board in five separate reports and a summary which forms part of a "Discussion Paper" to Cabinet, dated November, 1978.

May, 1979 - "Katimavik Participant Follow-up Survey" by Canada Employment and Immigration Commission. Final summary report and data tabulations are also available from the Program Evaluation Branch of CEIC.

1.12 Research literature:

1979 Faites-leur bâtir une tour ensemble, Jacques Hébert. Les éditions héritage inc., Montréal.

1979 Have Them Build A Tower Together, Jacques Hébert. McClelland and Stewart Ltd., Toronto.

Received and Approved by:

[signature] 31 Oct 80
(for program component) (date)

[signature] 30 Oct 80
(for Program Evaluation) (date)

prepared: October 30, 1980

II EVALUATION ASSESSMENT STUDY

Program Component:	KATIMAVIK	Project #:	1980-57
Program Representative:	Ron Gould	Telephone:	994-2869
Evaluation Analyst:	Peter M. Wiebe	Telephone:	994-1222
		BIN Number:	

2.1 Purpose of evaluation:

The purpose of this evaluation is primarily summative - to determine the effectiveness and efficiency of Katimavik in order to assist in the decision on whether to enter into a contribution agreement with OPCAN for Cycle VI. This decision must be made in November, 1981.

2.2 Factors influencing the program component:

2.2.1 Internal:

The inherent trade-offs and conflicts within the four major objectives and their sub-objectives are factors which influence the program component and its success. For example, the dilemma of having to choose between a "mini-Canada" and an optimum official language balance must surely affect results in one or the other area. The program, by the very nature of each concern, cannot have both a mini-Canada diversity mix and an optimum language learning situation. Other such discrepancies must also exist and need to be explored.

Maturity, adaptability and moral quality of the field staff units are major factors in the success of Katimavik. Selection and training are used to work towards ensuring the presence of these factors.

2.2.2 External:

False expectations on the part of sponsors and communities, such as (1) the view of Katimavik as a nine-to-five free labour force only or (2) the inflated expectations of results, certainly affect satisfaction with outcomes for all concerned. False travelling/tourist expectations of paticipants also affect success and the willingness to push for success. Discrepant personal objectives on the part of participants thwart success as well.

The fact and occasionnal lateness of annual funding approval creates tremendous logistical problems and energy loss for Katimavik. It also forces annual project planning and community development (where careful work is so important) into a telescoped crisis operation. If the ability of the program process to produce is affected in this manner, then the potential effects are surely also affected.

It has been suggested that the size of the total budget may place Katimavik productivity or efficiency just barely above or around a threshold level. That is, increased funding may result in considerably increased efficiency by virtue of an increased ratio of participants to staff.

Regulations against capital purchases mitigate against proper stewardship of available funds. The purchase and resale of a van, for example, is cheaper than rental. The purchase, renovation and resale of accommodation facilities is in the same category of inefficiency.

2.3 Alternatives:

The program and the Department are considering various "alternatives" to improve the efficiency while retaining the original program. These suggestions are specific to elements within the current program model - not completely new alternatives. The most current and important suggestion is that involving the switch to a six-months cycle. This would permit doubling of participant quotas with the presumed increase in efficiency and a comfortable fit into government fiscal years. The effectiveness of this alternative with respect to the Katimavik objectives has not been determined.

Another alternative, one which was suggested in an earlier evaluation, is the division of the program into its supposed separable parts. Funding could go to other existing programs, each satisfying an objective of Katimavik. This proposal is not serious in one respect; it represents a destruction of the wholistic, "alternative-education" approach of Katimavik. Also, the supposed improved efficiency must be demonstrated. Overhead costs, as high as they may be in Katimavik, may not be reduced by dividing them into five smaller administrative units. Furthermore, and more importantly, the concern must lie primarily with gained or lost effectiveness. Improved efficiency with no effectiveness is worse than effectiveness at high cost - it is a complete waste.

Several alternatives exist with respect to the operation of a Katimavik program. One, of course, is to continue to have the program operated by OPCAN. Another is to place the program with another private company. The remaining alternative consists in having the program operated by a Department of the Government.

2.4 Specific requirements for an evaluation:

The latest Cabinet Record of Decision specifies evaluation requirements. The decision of May 22, 1980 (346-80RD(C)) states:

"that the Katimavik programme be evaluated between June 1980 and September 1981 under criteria developed by the Department of the Secretary of State and approved by the Ministry of State for Social Development and the Office of the Comptroller-General".

2.5 Evaluation issues and unintended effects:

2.5.0 To construct an official program model of Katimavik and to compare the actual implementation of the program with the official model.

2.5.1 To determine the effectiveness of the Katimavik program with respect to its several stated objectives.

1.1 Are lasting and relevant contributions made
  (a) to the local community and
  (b) to the larger society?
1.2 Have the participants developed personally?
1.3 Is there an increased environmental awareness
  (a) among participants and
  (b) in the host community?
1.4 Is there increased knowledge and understanding of Canada and its diversity?

2.5.2 To evaluate the benefits-to-cost relationships in Katimavik and to compare its costs with those of other similar programs.

2.5.3 To determine the extent of the unintended effects occurring in Katimavik.

2.6 Data and information required:

Much of the data required will have to be collected during the study. In order to answer the above study questions, the evaluation exercise will include opinions, perceptions, observations, and tests of participants, sponsors, field staff, and community leaders from all four years of activity.

The first issue will be tackled through available information on the structure and process of the program. We will also observe how the structure has emerged and how the process actually works.

The study of the general issue of effectiveness will begin with a stratification of projects from all years and the drawing of appropriate samples. We will identify physical objects created and will obtain community perceptions of what has remained as a lasting contribution. We will not be able to directly measure the contribution to the larger society, but some conclusions will be inferred indirectly from the study of local community benefits. We will use standardized tests, such as an appropriate language proficiency test and a test of personal attributes,

to study personal development and knowledge/understanding of Canada's diversity. These will require either a "before-after" or a control group design. Information on awareness and use of conserver technologies will be collected in a variety of ways and verified by independent cross-checks. Data obtained here will go beyond testimonials but will not extend to observation of actual behaviour.

With respect to the study of benefits and costs, the available administrative and operational information will be restructured. The study will also have to locate and interview officers from other programs regarding the nature, success, and costs of their programs.

2.7 Current data base:

Currently, Katimavik maintains basic annual information on the operation of its program. This information includes participant applications (including gender, provincial residence, family income, community size, education, official language); drop-out, warning, and dismissal forms; participant opinions on the success of the program; performance appraisals of field staff; brief sponsor questionnaires; and extensive descriptions of project and work plans. Some of the above are new to Years III and IV. Much of the information required on effectiveness has not been collected by the program, except for the participant opinions on success in each of the objectives. The "Participant Pre-rotation Questionnaire" (see attached) will be useful as one set of data inputs to the evaluation.

2.8 Additional data:

All data suggested in 2.6, and not identified in 2.7 as available, will be collected. It should be noted that certain information requirements that would follow from the operational alternatives identified in 2.5 are, at this time, not included.

2.9 Processing:

The information on the operations, benefits and costs will be processed manually. The new data, generally not involving sophisticated measurement or analysis techniques, will be processed through the computer simply because of its sheer volume. Processing will be undertaken by contracted consultants as part of the task of design, collection and analysis.

2.10 Previous studies and relevant literature:

Two evaluation studies of Katimavik have been completed by the federal government. A third study, of an entirely different nature, was undertaken by one of the co-founders of the program.

2.10.1 Treasury Board Evaluation (1978):
This evaluation solicited opinions and reactions from sponsors and communities and analyzed the opinions of participants available on the files of Katimavik. It also performed an analysis of costs and tested participants for official language proficiency. Surprisingly, while participants (particularly in the first year) were negative, the sponsors and community leaders were positive. Most attention in the study was paid to participants who rated the program successful only on the objective of service to society. Since the data gathered were heavily from the first year, the improvements from Year I to Year II should be noted. The study found the program to be relatively expensive in the first year and language learning to be barely acceptable. The study compared Katimavik to other similar programs and concluded that the relatively high costs must be assessed in the context of Katimavik's complexity and duration.

2.10.2 Canada Employment and Immigration Commission (1979):
This evaluation focussed mainly on the employability and post-Katimavik schooling of the participants. In a small sample, it found no difference between graduate participants of Katimavik and unsuccessful applicants. In all other respects, the Year I and II participants rated the program extremely favourable and highly successful.

2.10.3 Have Them Build A Tower Together (1979 by Jacques Hébert).
This is a case study which simply recounts the founders reflections and opinions of one unit of participants over the three projects and nine months. Some useful information can be extracted from the book since it attempts to give a wholistic picture from the participant's point of view.

2.11 Resources

	Internal to Directorate		External		
	Person/Months	Travel	Person/Months		Contracts
1980-81	6	$1,000	a)	6	$40,000
	($15,600)		b)	nil	nil
1981-82	2	$ 300	a)	8	$40,000
	($ 5,200)		b)	2	$10,000
Total	8	$1,300		16	$90,000
	($20,800)				

a) Effectiveness Contract
b) Benefits-to-Cost Contract

III TERMS OF REFERENCE

Program Component:	KATIMAVIK	Project #:	1980-57
Program Representative:	Ron Gould	Telephone:	994-2869
Evaluation Analyst:	Peter M. Wiebe	Telephone:	994-1222
		BIN Number:	

3.1 Reports:

The proposed contracts, covering the three evaluation issues and particularly a language proficiency test, will each produce reports towards the end of Year IV of the program, that is in June 1981. The Directorate will produce a summary report in September of 1981, encapsulating all other reports and supplementing from its own study of the remaining issues.

3.2 Responsibilities:

The Directorate will perform the work required under the first issue (3.4.0) and will contract out the rest of the evaluation in two portions: (i) the determination of the effectiveness of Katimavik, including the determination of official language proficiency among participants and the unintended effects, and (ii) the study of benefits and costs together with comparisons.

The contracting process will begin in early December 1980 and finish at the end of Katimavik's fourth year, September 1981. The earliest contract will have to be the test of participants in language proficiency at the start of Katimavik.

3.3 Organizational and Reporting Relationships:

The Directorate will regularly consult with the program representative, the Board of OPCAN, and the management of Katimavik with respect to the details of the evaluation issues and the research questions.

The Directorate will also consult, as it has already, with the MSSD and OCG on the criteria to be used in this evaluation, as well as on the general process and timeframe of the evaluation.

The Directorate assumes complete responsibility for the study. Because of his current membership on the Board of Katimavik, the Director General of the Evaluation, Audit and Planning Coordination Branch has completely removed himself from the evaluation. The Director of Program Evaluation reports to the Assistant Under Secretary of State for Administration in respect of this evaluation project.

3.4 Evaluation Issues

3.4.0 To construct an official program model of Katimavik and to compare the actual implementation of the program with the official model.

3.4.0.1 Research Questions

- What are the intended outcomes and effects of Katimavik?
- What are the intended activities and processes of Katimavik which are to produce the outcomes and effects?
- How do the activities and processes relate to the outcomes and effects?
- What are the gaps and contradictions in the model?
- Have portions of the model been satisfactorily tested? With what results?
- What are the actual program outcomes and effects of Katimavik?
- What are the actual activities and processes of Katimavik?
- What are the differences between the intended and actual program models?

3.4.0.2 Methodology

(a) It is expected that there will be no specific tests or measures employed as the task will be one of extended discussion with program management and limited observation of program process. However, if program implementation seems to vary considerably by region or by site, then some expanded on-site observation and/or measurement of implementation will be undertaken. Otherwise, the question, "What worked?", could not be answered.

(b) The main sources of information are twofold: (i) all of the official documents on the program as well as discussions with Board Members, OPCAN staff, and participants; and (ii) observation of a few projects in the field.

(c) Information will be gleaned through general interviews and field observation.

(d) No data processing is called for.

3.4.1 To determine the effectiveness of the Katimavik program with respect to its several stated objectives.

3.4.1.1 Research Questions:

- Are lasting and relevant contributions made to the local community and to the larger society?
- Have the participants developed personally? Is there increased proficiency in the other official language?
- Is there increased environmental awareness among participants and in the host community?
- Is there increased knowledge and understanding of Canada and its diversity?
- Are there other, more cost-effective, means of providing Katimavik? This specific question arises from the consideration of operational alternatives. Because of resource limitations, it is not planned to address this question in the presently proposed study.

3.4.1.2 Methodology:

(a) In order to answer these questions, a series of instruments (surveys, polls, interviews, questionnaires) will have to be developed, including some specific tests, which will be applied to the various respondents: participants, staff, sponsors, and communities, from each of the four years as appropriate. An example of the kind of test that could be used in the area of personal development is Shostrum's "Personal Orientation Inventory". A standardized test of official language proficiency will most certainly be one of the tests instituted. Generally, the data collection instruments will have to be newly generated specific to the objectives of Katimavik.

(b) The sources of data will be the various types of individuals involved in some way in the program: participants, field staff, OPCAN staff, sponsoring organizations and host communities including the billeting families.

(c) The data that is to be collected relates specifically to the above research questions. It will be collected on single occasions during Year IV of the program, except where the "before" and "after" tests are possible. Specific variables that potentially could be used are too numerous to list here.

(d) Samples stratified by year of program and disposition of applicants will be used. Samples of communities and sponsors will be included.

(e) Data will be collected, captured, and analysed by the contracted consultants. The cleaned, raw data and a final report will be submitted to the Program Evaluation Directorate.

3.4.2 To evaluate the benefits-to-cost relationships in Katimavik and to compare its costs with those of other similar programs.

3.4.2.1 Research Questions

- Over time, has Katimavik improved its cost-efficiency?
- Does Katimavik compare well, in terms of costs, with other similar programs?
- What is the impact of Katimavik on the labour market?
- What are the monetary values of the Katimavik products and benefits? How many of the dollars per project go to enhance the local economy?

3.4.2.2 Methodology

(a) There will be no specific tests or measures employed in this evaluation issue, since the data needed are already available in some form from Katimavik and probably from comparable programs as well. In addition, the comparison of benefits will depend upon the answers given under other evaluation issues. Basic labour market data is available from government agencies.
(b) The sources of data will be the administrative units of the programs involved.
(c) No new data need be collected.
(d) No sampling, testing, or electronic processing is needed. The administrative and operational data gathered from the programs will need to be re-structured and manually analysed.

3.4.3 To determine the extent of the unintended effects occurring in Katimavik.

3.4.3.1 Research Questions (Examples only):

- What is the nature, meaning and impact of high attrition among field staff and participants in Katimavik?
- Why does Katimavik generate both high attrition and increasing return rates among participants and field staff?
- What is the actual nature of the human product of Katimavik? Is there change in terms of "sense of agency" or "sense of alienation"?
- To what extent is Katimavik becoming an island unto itself: elitism, repetitions among participants and communities?
- Is Katimavik one more link in the chain of life of the "career participant"?
- How does Katimavik affect kith and kin friendship networks?

3.4.3.2 Methodology

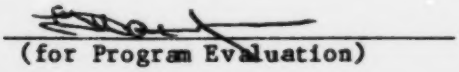
(a) To a large degree the answers to these questions will arise out of the search for answers in the effectiveness study. Some of the suggested research questions, and the list must remain open-ended, will be answered by a study of operational data already available but in need of restructuring. Still other answers will come out of the action of conjoining findings. Hence, no new specific tests or measures are anticipated.

(b) The sources of data will be the operational files, the banks of information generated in other parts of the study and exercise of pooling and merging findings.

(c) No new data is needed hence, no additional processing is required.

Received and Approved by:

(for program component) 13/11/80 (date)



(for Program Evaluation) 13/11/80 (date)

prepared: October 30, 1980 (16)

1.4 Supplement to "1.4 Cabinet/Treasury Board Authorities":

a)	Contribution Agreement	June 20, 1980
b)	346-80 RD(C) "Katimavik"	May 22, 1980
c)	346-80 MC "	May 12, 1980
d)	404-79 RD(C) "	August 23, 1979
e)	353-79 CD "OPCAN"	July 13, 1979
f)	551-78 RD(C) "Katimavik"	December 4, 1978
g)	DND-8-78 DP Discussion Paper	October 25, 1978
h)	591-77 RD(C) "Katimavik"	December 22, 1977
i)	DND-9-77 DP	November 23, 1977
j)	573-76 RD(C) "Operation Canada"	January 7, 1977
k)	573-76 CD " "	December 22, 1976

prepared: October 30, 1980 (17)

2.12 Establishing Effectiveness and Efficiency

Comparisons of effectiveness in Katimavik with other programs will be attempted, but will clearly depend on the availability of completed effectiveness measurement in those other programs. Effectiveness in Katimavik will also be compared from year to year, through stratification of a sample by year.

In the same manner, efficiency comparisons will be attempted. Cost comparisons should be readily available, both with other programs and over time.

2.13 Decisions

The evaluation will inform the Departmental decision on future funding of Katimavik, specifically on funding after Year V or for fiscal years 1982-83 and following. It will provide a basis for a more long range and confident decision.

2.14 Information needs

Although the evaluation information fulfills an over-riding summative purpose, a careful critique of the objectives and the program model, the testing of many important elements of the program, and a comparison with alternatives will quite clearly contribute to the improvement of the program - no matter where it gets its future funding. Also, the very exercise of an evaluator asking many questions causes much new and varied thinking on the program. The ultimate beneficiaries will be future participants and communities.

Received and Approved by:

(for program component) 4/11/80 (date)

(for Program Evaluation) 4 Nov 80 (date)

TABLE 1. KATIMAVIK FACT SHEET

	PROGRAM YEAR			
	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
OPCAN Year	4/77-9/78	4/78-9/79	4/79-9/80	4/80-9/81
1. Program Operations Year:	8/77-7/78	7/78-5/79	6/79-5/80	9/80-7/81
2. Budget:	$10.0M	$10.5M	$11.2M (10.7)	$12.1M
3. Expended:	$8.4M	$9.1M	$10.6M	N.A.
4. Number of OPCAN Staff:	50	50	58	54
5. Number of Program Field Staff:	120	148	156	120
6. Field Staff Attrition Rate:	50%	53%	30%	N.A.
7. Number of Projects:	31	39	42	33
(Military Option):	(1)	(2)	(3)	(3)
8. Number of Communities:	46	63	87	78
9. Average Budget per:				
a) civil projects:	-	$147K	$161K	$186K
b) military projects:	-	$264K	$239K	$302K
c) travel (all):	-	$19K	$18K	$21K
10. Number of Inquiries:	3,500	3,500	12,192	9,090
11. Number of Applicants:	3,500	3,500	1,861	2,099
12. Number of Participant Positions:	1,000	1,287	1,386	1.089
13. Number of Participants:	30/project	33/project	33/project	33/project
- at start:	1,036	1,272	1,375	1,057
- at finish:	818	978	1,034	N.A.
14. Attrition Rate:	21.0%	23.1%	24.8%	N.A.

Katimavik

YR 3 - WILL BE REVISED
YR IV

PARTICIPANT PRE-ROTATION QUESTIONNAIRE

Project _____ My group leader _____

You are the people closest to Katimavik: you know what it's like and how it can be improved. Some of the changes introduced for Years II and III on the basis of participant input were:

YEAR II
- most coordinators come from the area where their project is located
- each project has language learning kits
- participant training takes place at the first project site
- visits between projects where possible are strongly encouraged
- cultural trips can be combined with rotation travel
- the criteria for francophone projects outside Quebec are tighter
- billeting is increased

YEAR III
- all group leaders stay with the project
- basic toiletries are provided for each group
- time off can be cumulated within each three-month period
- a group receives at least two replacement participants at a time
- a minimum of 5 hours a week is spent on language learning
- there is participant representation on the Board of Directors

Take the time; explain your answers: we will take the time to read them and wherever possible, to act upon your suggestions.

VICE TO THE COMMUNITY

1. I think we accomplished the service to communities objective at this project YES NO
EXPLAIN

2. I think the relationship between the group and the community here was...

because...

3. I think the physical work project here (variety, quantity, challenge...) was...

because...

4. I think the sponsors' help (equipment, supplies, moral support...) was...

because...

5. I think the end results of Katimavik's work here will/will not be useful to the community because...

6. Skills I learned here through the physical work project are:

7. I think my group's social service activities here (variety, quantity, challenge...) were...

because...

8. I think our social service activities here have been/have not been useful to the community because...

9. Things I learned through my social service activities here are:

PERSONAL DEVELOPMENT

10. I think I have developed as a person in this project YES
EXPLAIN

11. My leisure time here was...

because...

12. Compared to when I arrived here, my physical condition <u>now</u> is...

because...

ENVIRONMENTAL AWARENESS

13. I think we accomplished the environmental awareness objective at this project YES NO
EXPLAIN

14. My experience of conserver lifestyle here was...

because...

15. I think my group's food here was/was not in line with the Katimavik spirit because...

16. I think my group's housing here was/was not in line with the Katimavik spirit because

UNDERSTANDING OF THE COUNTRY

17. I have learned more about Canada in this project YES NO
EXPLAIN

18. I was billeted for ___ days. My billeting experience was...

because...

19. Compared to when I started this project, my French <u>now</u> is...

because...

OVERALL

20. I think the visits we had here from regional staff, national office staff, resource people were...

because...

21. What I liked best about this project was: CIRCLE ONE ONLY

a) the community
b) the physical work project
c) the social service activities
d) our lifestyle
e) environmental learning
f) second language learning
g) billeting
h) other (describe)

because...

22. What I liked least about this project was: CIRCLE ONE ONLY

a) the community
b) the physical work project
c) the social service activities
d) our lifestyle
e) environmental learning
f) second language learning
g) billeting
h) other (describe)

because...